Third Grade Reading Newsletter
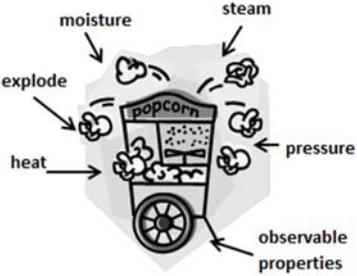## Marking Period 2, Part 2

MT	Learning Goals by Measurement Topic (MT)
	Students will be able to . . .
Informational Text	• describe the cause and effect relationships found in a non-fiction text. • use **key details** to determine the main idea of a text. • compare **key details** from multiple texts on the same topic. • ask and answer questions to demonstrate understanding of a text. • use **text features** to clarify information related to a topic.
Language: Vocabulary	• participate in collaborative discussions. • clarify the meaning of unknown words. • learn and use subject specific words and phrases.

Thinking and Academic Success Skills (TASS)		
	_It is . . ._	_In reading, students will . . ._
Evaluation	weighing evidence, examining claims, and questioning facts to make judgments based upon criteria.	• gather evidence from multiple texts in order to determine the most important information about a topic. • examine and explain how **text features** help determine the usefulness of a resource.
Metacognition	knowing and being aware of one's own thinking and having the ability to monitor and evaluate one's own thinking.	• ask questions to guide thinking related to new information. • evaluate whether a personal idea is relevant in a collaborative discussion. **Discussion Topic: How Ice Cream Is Made** | Relevant Idea	Non-relevant Idea
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Milk and cream are used to make ice cream.	Chocolate is my favorite flavor.	

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Marking Period 2, Part 2

Learning Experiences by Measurement Topic (MT)

MT	🚌 In school, your child will . . .	🏢 At home, your child can . . .

Informational Text	• ask and answer questions about an informational book before, during, and after reading.
	• make connections between ideas presented in scientific texts.
	• read a non-fiction text and identify cause and effect relationships.
	    Example: The pier in New Jersey fell into the Atlantic Ocean (effect) because of Hurricane Sandy (cause).
	• use graphic organizers to record **key details** and **infer** the main idea of an informational text.
		• read every night.
		• ask and answer questions about non-fiction texts related to a technology (tools created to help solve problems).
		• describe the steps in a process (setting the table, making the bed).
		• pretend to be an engineer. Find and read a manual that describes a technical process. Identify **text features** in the manual. Are the **text features** helpful when completing the process? Keep going: rewrite the manual using different **text features.**
		    Examples of manuals: how to program favorites on a television, use the dishwasher or oven, set up a gaming system, etc.

Language: Vocabulary	• work in small groups to share ideas during collaborative discussions. • utilize a glossary to identify the meanings of unknown words found in texts. • use subject specific vocabulary when discussing scientific concepts.	• practice using context clues to determine the meaning of unknown words. steps to follow: 1. Identify an unknown word in a text. 2. Reread the paragraph in which the word is located. 3. Use what you know about the paragraph to make a guess about the word's meaning. 4. Ask: What else could the word mean? 5. Select the meaning for the word that makes the most sense. 6. Use a resource to check the meaning of the word.

Glossary			
infer: to draw conclusions based on background knowledge and textual evidence	**key details:** details that support the message or topic in the text	**main idea:** in informational text, the central point the author wants the reader to know	**text features:** parts of a text that help the reader find and understand information such as: heading, table of contents, glossary, electronic menus, icons, bold print, labels, photographs, captions, etc.